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GUIDANCE PROCEDURES

AT THE JUNIOR COLLEGE LEVEL

PREPARED AT
JUNIOR COLLEGE TERMINAL EDUCATION WORKSHOP
Peabody College
Nashville, Tennessee
SUMMER 1941

COMMISSION ON JUNIOR COLLEGE TERMINAL EDUCATION
AMERICAN ASSOCIATION OF JUNIOR COLLEGES
WASHINGTON, D. C.

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GUIDANCE PROCEDURES AT THE JUNIOR COLLEGE LEVEL

By the
Group on Counseling and Personnel Procedures
of the
Junior College Terminal Education Workshop
Peabody College
Nashville, Tennessee
July 7 - August 8, 1941

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of the

Junior College Terminal Education Workshop
 Peabody College
 Summer 1941

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FOREWORD

One of the most important phases in any educational system is the direction accorded the student in the recognition of his abilities and potentialities. Such counseling constitutes one of the outstanding duties of the junior college. In view of this responsibility, members of the Junior College Terminal Education Workshop held at Peabody College in the summer of 1941 have set up the following personnel program in the hope that the junior college will train its students to the full of their abilities so that the completion of their formal education--no matter what its length--will see them increasingly self-reliant and more worthy citizens of a great democracy.

STATEMENT OF PHILOSOPHY

"The philosophy upon which this (student personnel work) is based emphasizes the responsibility of the institution to consider the student as a whole person, not merely as a mind, and to assist him to proper development emotionally, morally, socially, and physically as well as intellectually."*

*Educational Counseling of College Students, American Council on Education Studies, Series VI, Volume III, No. 1, (April 1939) p. iii.

OBJECTIVES

1. To assist the student in bridging the gap between high school and college life.
2. To inform the student early in college life regarding all counseling services of the college and to keep him and the staff continually in touch with aspects of the program that are undergoing a process of change.
3. To develop the kind of relationship between staff and students so that when a problem has been identified by a student he will feel free to use all counseling services.
4. To work toward the development of a rapport between staff and student so that they will cooperate in the solution of common problems.
5. To foster the belief on the part of students and staff members that a college program must make provision for physical, social, moral and emotional development, as well as intellectual.
6. To help students understand their capabilities and limitations and make adjustments in light of these.
7. To help each student find both within and without the college those activities that will enable him to develop as fully as possible.
8. To relate the college situation to the socio-economic background of each student.
9. To enable students to become increasingly self-directive to the end that they not only have the personnel point of view for themselves, but also that they are capable of transmitting a philosophy of personnel to their associates in college and later careers.
10. To provide adequate procedures such as the keeping of necessary personnel objective and descriptive records; establishing a channel for the flow of information so that optimum student development will take place.
11. To provide for the improvement of the program through continuous evaluation.

Section I

SUGGESTED ADMINISTRATIVE SET-UPS FOR PERSONNEL PROGRAMS

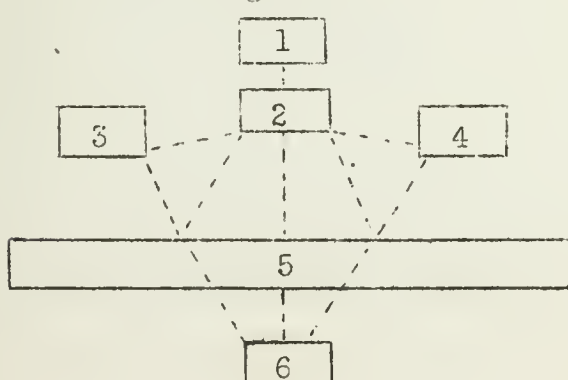
I. Point of view.

- A. A personnel program will probably be more functional if it is the program of a college in which the administrator sees the significance of developing the potentialities of each student as far as possible by means of counseling procedures supplemented by the best program of curriculum offerings his budget will allow.
- B. While the administrator will undoubtedly delegate many of the responsibilities implied by the personnel program to others of his staff, he will comprehend the program as one to include:
1. Recruitment.
 2. Application.
 3. Pre-admission interviews and examinations:
 - a. Personal history through interview at the college.
 - b. Speech and oral English examinations.
 - c. Psychological and achievement examinations.
 4. Registration.
 5. Orientation.
 6. Counseling--physical, social, moral, emotional, intellectual, vocational.
 7. Testing programs--including tests of interests, opinions, study habits, special aptitudes and general personal inventories.
 8. College health program.
 9. Extracurricular program.
 10. Placement of the student.
 11. Follow-up.
 12. Rehabilitation (may mean the need of re-training for a different occupation if the individual does not succeed or if the field for which he is trained disappears).
 13. Research on the functioning of the program.
- C. The administrator will select new staff members with the idea of improving his present personnel program.

II. Diagrams for administration by staff officers.

- A. A simple set-up for a small school with a small staff:

Diagram 1

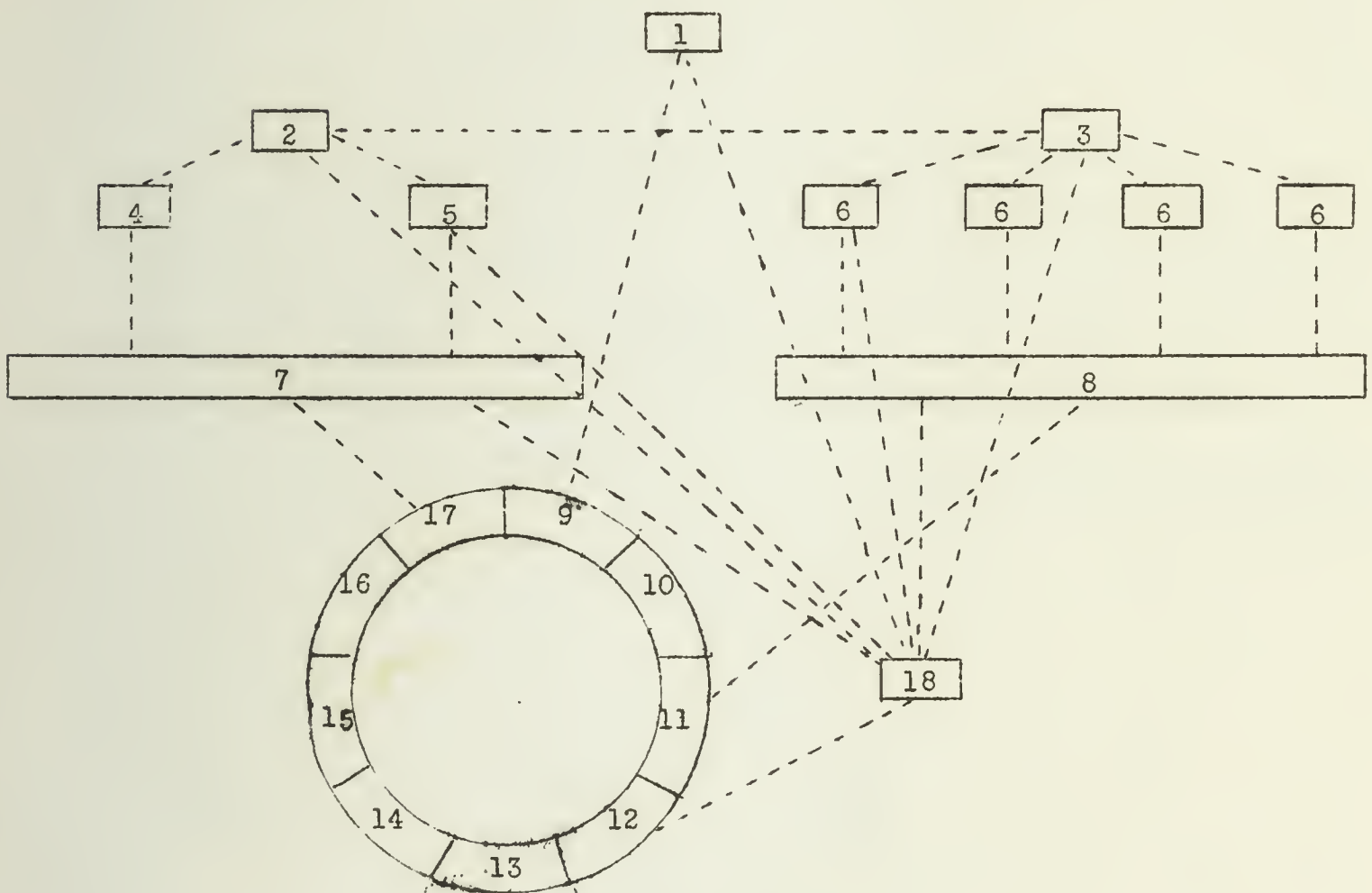


1. Administrator
2. Director of Personnel
3. Dean of men
4. Dean of women
5. Faculty as counselors
6. Student

In this set-up the registrar's work would probably be done by the director of personnel. The latter is responsible for working with deans and faculty and perhaps for special counseling of certain students. He would probably have special committees of the faculty for special activities as the health program, orientation, extra-curricular program, research, placement and follow-up. As far as possible each faculty member would do some individual counseling (or would have the equivalent of this assignment in some other field more in line with his aptitudes).

- B. A more detailed set-up for a larger school where the budget permits special staff officers:

Diagram 2

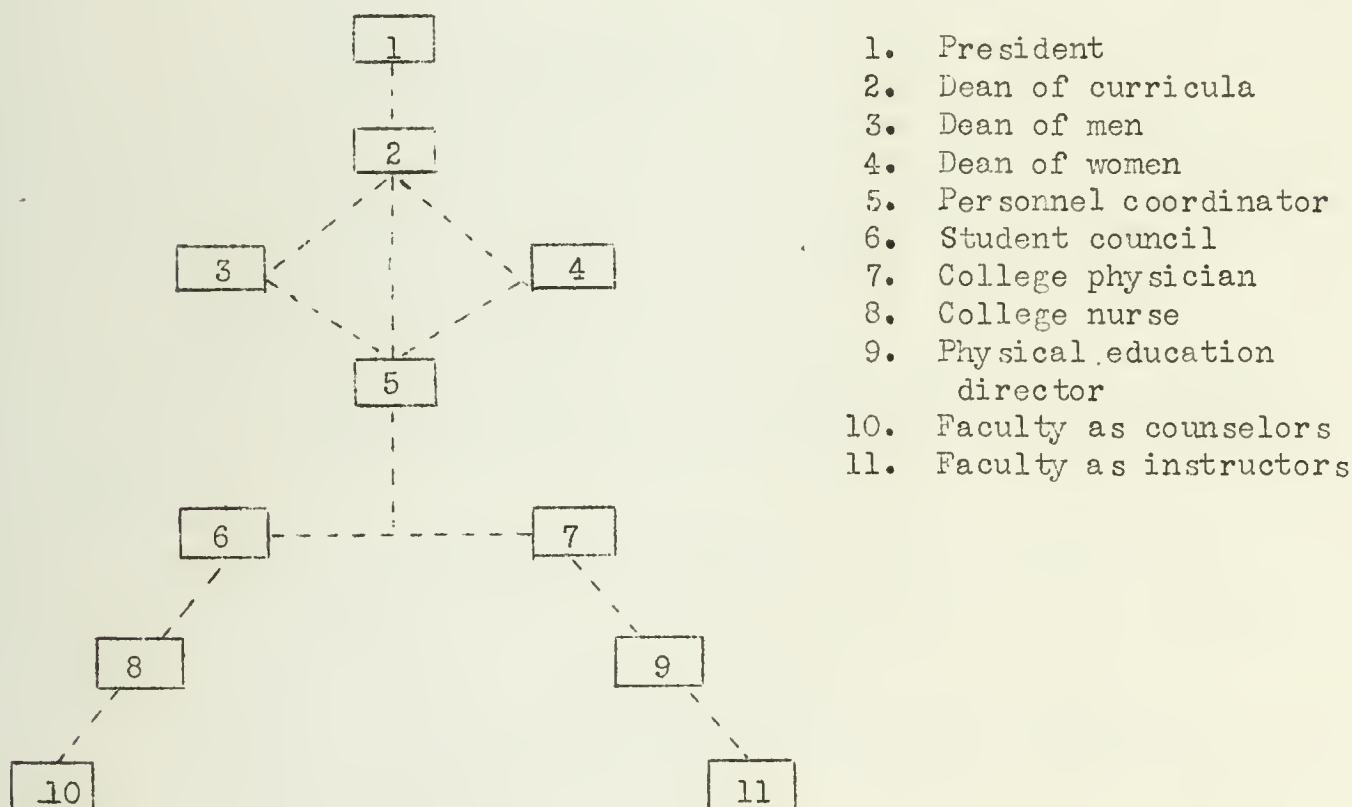


- | | |
|-----------------------------------|---------------------------|
| 1. Administrator | 10. Mental hygienist |
| 2. Dean of personnel | 11. Health Counselor |
| 3. Dean of curriculum | 12. Registrar |
| 4. Dean of men | 13. Vocational adviser |
| 5. Dean of women | 14. Director of placement |
| 6. Chairmen of curricula | 15. Speech specialist |
| 7. Faculty as personal counselors | 16. Director of research |
| 8. Faculty as instructors | 17. Physician |
| 9. Consultant psychiatrist | 18. Student |

This diagram shows the coordination of all of the officers having responsibility for personnel work. Many of them have other duties besides the specific ones listed; for example, the Dean of Men may be the head of the physical education department; the Mental Hygienist may teach the mental hygiene or psychology; the Health Counselor may be a health instructor. The ring (9-17) together with deans of personnel and curricula and the deans of men and women constitutes a special group meeting with the administrator as a cabinet to give help on special cases and to formulate personnel policies for the college when faculty and (or) students suggest the need of change or the inauguration of new procedures. It will be noted that the student has direct or line access to every officer and service of the college.

- C. A set-up for a school of average size with several special staff officers:

Diagram 3



This diagram emphasizes the role of the personnel director as the coordinator of the personnel work. The students' point of view is represented in the student council. The set-up indicates the dual function of the faculty as counselors and instructors.

III. Procedures for making the program functional (with special emphasis on the records).

A. Record-keeping.

1. Types.
 - a. Descriptive.
 - b. Filled-in outline.
 - c. Statistical.
2. Responsibility for making records should be definitely designated (see table, page 12) to faculty, registrar, director of research, health counselor, etc.
3. In assigning academic load, time allowance should be made for kind and amount of counseling and record keeping.
4. Central housing of records is recommended as most convenient, keeping in mind the total program.
 - a. This will not prevent certain officers from keeping duplicates of some records in their own offices or from keeping the originals there and recording essential items in the central file. (See table, page 12)
 - b. Cumulative individual folders for each student constitute the central file.
 - c. Certain officers have complete access to all data.
 - d. A plan for interpretation of the folder, rather than complete access to all data, in cases where educational guidance or conference with parents or employers necessitates this, may be worked out to fit the specific college situation.
 - e. Certain confidential data may be withheld from the cumulative record, but knowledge that there are such data must be given to those who have chief responsibility for the operation of the program.

B. Meetings.

1. In which the departments discuss (a) the data in the individual folders of their students, (b) plans for continued study of each student, (c) improvement made, (d) or follow-up of graduates.
2. In which meaning of records, new test instruments or the manner of recording significant data are considered by the faculty working with psychiatrist, director of research or personnel director.
3. In which special staff officers come together to report the findings on students with very special problems of confidential nature.
4. In which research summaries are discussed and research problems are proposed.
5. In which problems of placement and follow-up are considered.
6. In which the faculty plan is considered for the early orientation of the student with respect to the whole program.

C. Courses in mental hygiene provided for the faculty at the college.

1. To improve the staff member's mental hygiene for himself.
2. To improve counseling techniques.

- D. Research and faculty bulletins on personnel work.
- E. Handbook (especially helpful to new faculty members; descriptive of program and practices).
- F. Library of best references in the field of personnel work.

IV. Housing the records.

- A. The data examined show that records are housed differently in almost every institution, the housing plan depending upon the following:
 - 1. Keeper of the records.
 - 2. Use of records by faculty and administration.
 - 3. Types of records kept.
- B. It seems desirable to have on these records such information as the following:
 - 1. The record should be cumulative and should show the growth of the individual student year by year.
 - 2. All information should be obtained under normal conditions rather than for any emergency, thus freer from bias than information secured under unusual situations.
 - 3. The record should show the relation of various factors so that a total picture of the student may be had.
 - 4. The record should be quickly and easily read, thus increasing its usability for busy faculty members.
 - 5. The material on the record should be so arranged that information valuable for placement may be reproduced and sent to places employing graduates.
- C. In most cases these records are housed in the personnel director's office. There must be a central place for them and when the school is not large enough to sponsor a complete personnel office the following are places where records have been found to be housed:
 - 1. Registrar's office.
 - 2. Dean's office.
 - 3. President's office.
- D. In places where a college is closely interlocked with the city and state administration, a plan of duplicating records is essential in order to furnish these departments with detailed information regarding graduates whom they appoint to positions.
- E. In the above it has been briefly hinted as to how these records should be used and by whom. The following persons might well use the personnel records:
 - 1. Classroom instructors.
 - 2. Student advisers--faculty members serving as advisers for groups of students.
 - 3. Directors of student teaching--persons responsible for the administration of student teaching.
 - 4. Training teachers--classroom teachers under whose guidance the college students have their student teaching experiences.
 - 5. Honorary class advisers--faculty members serving as sponsors for the various classes in the college.
 - 6. Faculty members with special interests in students.

F. Uses of personnel records by the administrative staff:

1. Interview with probation students at the end of each semester.
2. Review of student records for recommendations to scholarship committees.
3. Examination of certain records during the meeting of scholarship committees.
4. Recommendation of students for membership in honor societies.
5. Letters sent to all parents of probation students.
6. All correspondence regarding students.
7. Recommendations for summer employment.
8. Recommendations for placement.
9. Interviews with parents.
10. Interviews sought by students.
11. Requested interviews with students regarding deficiencies at mid-semester.
12. Requested interviews regarding student problems.
13. Discussion with students regarding difficulties in student teaching.
14. Discussion with parents about student's emotional condition.
15. Periodic reports to high schools showing progress of students entering college.
16. Research studies; selection of students; annual study of entering class showing standing on tests, occupation of parents, native or foreign background, etc.

THE CUMULATIVE RECORD (for simple set-up)

Table I

FORM TITLE	FORM DESCRIPTION*	FILL IN BY	DEPOSITORY	USE***
Application Blank	Printed form blanks for personal and family data	Student	Cumulative folder (in central file)	Registrar, dean, instructors, counselor
High School Transcript	Printed record of marks also data on H. S. activities	H. S. Principal	Cumulative folder	Registrar, dean, instructors, counselor
Personality Rating Scale	Printed scale for rating of qualities	A H. S. teacher or counselor	Cumulative folder	Counselor, dean
Pre-Admission Interview Report	Blank form for descriptive report	Faculty member in college	Cumulative folder	Counselor, dean
Entrance Examination Data	Blank for entrance examination standings	Registrar	Cumulative folder	President, counselor, instructors, dean
Health Report (not the examination report)	Blank for running record of student's health	Physician or health counselor	Cumulative folder	Counselor, instructors, health counselor, dean
Program of Work	Schedule Card for class, study, work and recreation program	Student	Cumulative folder (also in registrar's file)	Instructors, dean, counselor
Cumulative Record of college marks	Printed sheet--perhaps Kardex Cumulative A sheet**	Registrar	Registrar's office (but accessible to faculty)	Registrar, instructors, counselor, dean
Extra-curricular Report	Blank for running record of clubwork, class offices, etc.	Student and Counselor	Cumulative folder	Dean, instructors, counselor
Counselor Report	Blank form for anecdotal record	Counselor or faculty member	Cumulative folder	Dean, counselor
Instructor Report	Blank form for anecdotal record	Any faculty member	Cumulative folder	Instructor, counselor, dean
Placement Record	Blank form for descriptive account	Curriculum chairman, vocational adviser or personnel director	Cumulative folder	Instructor, counselor, dean, employer
Follow-up Report	Blank form for descriptive account	Curriculum chairman	Cumulative folder	Curriculum chairman, instructors, counselor
Research Record	Printed form adjusted to testing program and class standing	Director of Research	Complete record in director's office; certain items posted in cumulative folder	Registrar, dean, instructors, counselor, director of research

*Colors aid in filling

***Director of personnel access

**Remington Rand

to whole record

Section II

MAKING PERSONNEL DATA FUNCTIONAL IN REGISTRATION AND EDUCATIONAL COUNSELING

- I. The general aim of educational guidance is to assist individuals in making:
 - A. Wise choices.
 - B. Interpretations.
 - C. Adjustments with relation to:
 1. College.
 2. Courses.
 3. Curricula.
 4. College life.
- II. The objectives are:
 - A. To help the student understand what the junior college has to offer in specific curricula.
 - B. To help him understand the purpose of his education and the necessity of thinking seriously about his life career.
 - C. To help him understand the purpose of the curriculum that he is taking and the possibilities it holds for him.
 - D. To help him form, consciously, habits of regularity, punctuality, and industry, as definite parts of his life equipment.
- III. Educational guidance and registration presuppose the collection of information concerning the student from various sources already discussed in this group. It also presupposes the rating of the student in tests in five areas as suggested by committee 4 of this group, or a similar battery of tests. Educators are not agreed, however, that all the tests must be given before registration takes place. Some prefer the administration of part of the tests before registration and the rest given during the first few weeks of the semester. This committee has called attention to the limitations inherent in any testing program and the caution necessary in interpreting the results. In other words, after the first three steps of recruitment, interview, if possible, and testing have taken place, our problem is the proper use of this material in registration and educational counseling.
- IV. Suggested procedures.
 - A. A sheet summarizing the information collected with an attempt to point out the accomplishments, interests, needs, and attitudes of the student is helpful. This summary is only suggestive. A

counselor should endeavor to interpret this information in terms of positive rather than negative traits or abilities; tell the student what he can do, not what he cannot do.

- B. The summary may take the form of a chart showing the decile rank of the student in each part and in the total scores of the tests taken. A profile of interest index can be made from the list of "likes and dislikes."
- C. All the data available from each student are filed in a personnel folder.
- D. These summaries and the personnel folders are studied carefully several days before registration by the dean of curriculum, the registrar, or advisers, as the case may be, in order that they may have the information concerning the individual student's needs, abilities, and interests as a basis for helping him make the curricular choices which will best meet his needs. The materials in the personnel folder will also be used throughout the year for guidance purposes.
- E. The college guidance program often provides preregistration periods, preceding each quarter or semester, which offer opportunity for valuable personal contacts and ample time to meet registration problems. Each incoming student is assigned to an adviser when he applies for registration. The student is assigned to this adviser for the duration of his stay at the college unless his interests are better served by a change. The adviser helps the student with suggestions and advice rather than making decisions for him.
- F. When the registration day arrives the first thing for the student to do is to determine the curriculum which he will take, if he has not already done so. The following subjects will need to be considered:
 - 1. Is he planning to go on to senior college? Is he a transfer student? If so, to what college or university will he go? The courses of study within his curriculum are largely determined by the answers, because of different state requirements in law, medicine, etc., also because of the difference in courses accepted by senior colleges from the junior college.
 - 2. The adviser should talk over with the student his desires and plans for an education. Of great value is finding out the vocational goal of the student. This should be checked with his scholastic rating and potential rating for success. If he has no ability in this field, he may be guided into a curriculum where he has ability before he is given negative guidance in the form of failing grades.
 - 3. The counselor should bear in mind that more students fail because of social economic, or other maladjustments than because of lack of ability.

4. The counselor should consider that his task is to counsel students, not to tell them; or as we have said in the statement of our purpose, "To suggest possible procedures in terms not of something imposed upon the student but as something of invaluable aid to him."
 5. Several alternatives should be presented, indicating possible outcomes of each; then the adviser should let the student decide which curriculum he will try and later check on him to determine the effectiveness of his choice.
 6. People are inclined to counsel others on the basis of their own interests. A good adviser will recognize that the student's interests and abilities are the ones to be considered.
- G. After the curriculum has been determined, the adviser assists the individual student so that he makes wise choices from the college offerings within his curriculum which are best suited to his needs. In the small college, the offerings in electives are much fewer than in the large college. Of the 610 junior colleges, 40 per cent have an enrollment that does not exceed 150 students each.
- H. With senior students the adviser checks the courses of each in relation to the study plan as a whole with any necessary consequent readjustments.
- I. At stated intervals, generally every fourth week, the instructors file with the registrar the scholastic records of all students who are doing unsatisfactory work. These students are referred to their advisers for necessary action or readjustment. Best results are obtained if the adviser gives his full attention to the conference with the student. Notes should be jotted down after the student leaves the room. These reports should be filed in the student's folder for future guidance purposes. A good counselor will not only endeavor to meet the emergency needs of his students, but he will also anticipate their emerging needs.
- J. The continuous case study forces the guidance program to function in relation to the developmental needs of all students rather than as a special service provided solely for misfits winnowed out because of some failure to adjust to the demands of the school and the social pattern.
- K. There is need for follow-up and this is cared for through observational or anecdotal records which are recorded by instructors and others. These are added to the student's folder and used. One of the aims of guidance is to encourage those with exceptional abilities to take places of leadership in society.

V. Outcomes.

- A. The guidance program helps the student to discover and develop his potentialities.
- B. The enormous elimination that formerly took place in the freshman year has been greatly reduced.

- C. The student learns to make his own decisions intelligently. He is encouraged to outline his occupational and educational aims and to accept increasing responsibility for preparing himself to attain these goals.

VI. Guiding principles in carrying out the guidance function of the junior college.

- A. It is desirable that the needs and characteristics of each student be discovered and one of the college's curricula be selected cooperatively by student and counselor or other faculty.
- B. In relation to lower and higher educational institutions, the junior college should make definite provision for effective articulation. This should involve not only information about the junior college but cooperative efforts toward mutual understanding and toward elimination of conditions which make student adjustment difficult.
- C. The junior college should assume responsibility for assisting students in all phases of personal adjustment, educational, vocational, social, recreational, and other phases.

Section III

MAKING PERSONNEL DATA FUNCTIONAL
IN HEALTH AND SOCIO-CIVIC ADJUSTMENTS

I. Guidance for Health.

A. Importance of health:

1. Per se because school program is concerned with the complete development of the student.
2. Because of relationships to other areas of student life.
 - a. Health problems may lead to other types of problems.
 - b. Health problems may prevent optimum mental functioning.

B. Aspects of:

1. Prevention of health problems:
 - a. Through health supervision.
 - b. Through health service.
 - c. Through guidance procedures.
2. Solution of health problems:
 - a. Through medical attention by health service.
 - b. Through counseling and follow-up.
 - c. Through financial aid of community cooperation.

C. Procedures:

1. Each student is to be given health examination on entrance. Results of this are to be kept secret by physician and interpretations made to counselors as needed.
2. Immediate guidance is to be given to the physically handicapped. Recommendations include:
 - a. Shortening academic program.
 - b. Curtailment of outside activities.
 - c. Control of athletic participation.
 - d. Use of infirmary or convalescent room for rest or relaxation.
 - e. Lengthening of noon hour.
 - f. Mid-morning lunch of milk and cookie.
 - g. Correction of defects by outside aid.
 - h. Systematic health inspection and cooperation with outside health agencies.
 - i. Class room adjustments.
 - j. Provision for corrective physical exercise.
3. In interests of prevention of maladjustments, early study of all records of each student should be made by counselor to determine whether present activities in all lines will lead to disorders.
4. Interviews should be arranged with those for whom counselor believes troubles lie ahead, in some of the following fields:
 - a. Occupational.
 - b. Ability to prepare for occupation.
 - c. Social sensitivity (often problem for mental hygiene expert).

- d. Prevention of part-time work.
 - e. Self understanding of assets and liabilities.
- 5. Referral to outside agencies where needed.
 - a. Hygienic.
 - b. Clinical.
- 6. Cooperation with all physical and mental health agencies at disposal of college.
 - a. Local.
 - b. State.
- D. Factors for consideration of counselor.
 - 1. Case records of every student should be examined for stumbling blocks to optimum adjustments.
 - 2. Regardless of nature of student's reported problem, it may be essentially a health problem.
 - 3. Assistance to student in arranging daily schedule or rest, work-load.
 - 4. Study of rehabilitation procedures and reports by state agencies to enable adequate placement counsel.
 - 5. Discovering of causes of health problems to be left to health service.
 - 6. Confidence of student must be kept at all times.
 - 7. Counselor must discover significance of disorders reported by health service and bring about proper adjustments to handicaps.
 - 8. Counselor must describe (from study of all records) the most practical course to follow toward a vocation or goal, best suited to student's needs and abilities and minimizing effects of the handicap.
 - 9. Most frequent health problems for which to be alert include:
 - a. Acne.
 - b. Fatigue.
 - c. Impaired eyesight.
 - d. Hearing defects.
 - e. Obesity.
 - f. Infected teeth.
 - g. Diabetes.
 - h. Stomach ulcers.
 - i. Asthma.
 - j. Bronchitis
 - k. Anemia.
 - l. Heart ailment.
 - m. Tuberculosis.
 - n. Glandular disturbances.
 - o. Dental defects.
 - p. Bad tonsils.
 - 10. Residual defects are often result of certain diseases.
 - 11. Advice to be given physically handicapped by counselor as to occupational adjustment may be obtained from:
 - a. Reports of rehabilitation agencies.
 - b. American Education Review.
 - c. Mental Hygiene Magazine.
 - d. U. S. Public Health reports.

II. Guidance for Socio-Civic Adjustments.

A. Philosophy of:

1. Student experiences should help develop, for each individual, the three essentials of good personality, namely:
 - a. Satisfaction with achievements.
 - b. Feeling of security.
 - c. Self respect.These cannot develop without socio-civic guidance.
2. Ability to live happily with others is of vital importance.
3. Marked deviations from accepted patterns of behavior will often have marked effect on educational and vocational adjustments.
4. A perfect and lasting relationship between the individual and the group is not possible; hence continual guidance is often necessary.
5. A student needs help usually in choosing or striking a balance in his college program.
6. A student can profit by having someone to correlate college and community services which have for their purposes the complete development of the personality.

B. Aspects of.

1. Positive guidance as to choices of experiences in and out of school which will lead to well-rounded development.
2. By overview of students' assets and liabilities to prevent socio-civic conflicts likely to occur.
3. Where problems have developed, to aid in solving them, or to refer them to the proper agency.

C. Materials used.

1. Personal observations of student behavior.
2. Results of health, psychological, vocational interest tests and personality ratings by student, instructor, administrative head, and others.
3. Anecdotal records.
4. All information bearing on all adjustments student has made in the past, in school, in the home, in the community.
5. Records of all extracurricular activities in high school and college.
6. Observations of fellow students.

D. Procedures:

1. Summarize as soon as possible a complete analysis of student's maladjustments and trends to future maladjustments, as well as probable needs for guidance.
2. Interview each student as soon as possible, and provide immediate counsel for special cases.
3. Watch continuously for signs of developing and existing maladjustments as indicated by:
 - a. Excessive worry.
 - b. Quiet withdrawal or avoidance.

- c. Bizarre dress, speech, mannerisms.
 - d. Mild physical disorders often repeated such as:
 - (1) Insomnia.
 - (2) Nausea.
 - (3) Fatigue.
 - e. Extreme sensitivity.
 - f. Shyness.
 - g. Egocentric tendencies.
 - h. Lack of morale.
 - i. Feelings of inferiority.
 - j. Lack of social skills.
 - k. Irritability.
 - l. Irrational fears.
 - m. Cantankerous and hard boiled attitudes.
 - n. Feelings of persecution.
 - o. Juvenile delinquency.
- 4. Counselor should attempt to solve simpler problems and refer others to proper agencies which might be:
 - a. Psychiatric social worker.
 - b. Mental clinic.
 - c. College health service.
 - d. Other civic agencies.
 - 5. Methods of solving problems might include:
 - a. Objectifying the problem.
 - b. Suggesting change of environment.
 - c. Suggesting compensating devices.
 - d. Advising of restrictions to contacts of student.
 - e. Retraining--new habit formation.
 - f. Other methods as products of ingenuity of counselor.
 - 6. Suggest improvements in social program of college.
 - 7. Study case records of other schools and agencies.
 - 8. Refrain from useless probing. Probe only when necessity is understood by student.
 - 9. Make a thoughtful study of problem in all of its aspects before suggesting remedy. (Prescribed social Participation will not always cure under-socialization).
 - 10. Always follow up all cases.

E. Kinds of problems to look for:

- 1. Maladjustments due to physical peculiarities or, more specifically, to student's reaction to them.
- 2. Inappropriate socialization including:
 - a. Under-socialization.
 - (1) Temporary--due to change of environment.
 - (2) Cumulative.
 - b. Over-Socialization.
- 3. Family conflicts:
 - a. Sibling conflict.
 - b. Split family relationship.
 - c. Serious and overt family conflict.
 - d. Overdependence.
 - e. Difficult transition to independence.
- 4. Sex conflicts.
- 5. Financial worries of student or family.

Section IV

MAKING PERSONNEL DATA FUNCTIONAL FOR THE STUDENT

I. Introduction.

- A. Manner in which any student approaches his personal problems reveals his general life outlook and will determine his reaction to any program of personnel and guidance.
- B. Two traits student must have if personnel information is to be made functional to him:
 - 1. Cooperative attitude.
 - 2. Attitude of respect for analytical procedures. Problem of the moment is development of these traits in each student in so far as is humanly possible in order that personnel information will be functional.

II. Procedures.

- A. Regular orientation courses.
 - 1. Purpose--to get student into the spirit, activities, and program of the college as early as possible.
 - a. No student can know what counseling aids are available to him unless they are explained to him.
 - b. In dealing with freshmen, we cannot know immediately those who need help at once and those who are able to make adequate choices and adjustments for themselves. Better to assume preventive measures for all rather than to let an acute case develop before providing student with knowledge of personnel aids. Words of old adage, "An ounce of prevention is worth a pound of cure," certainly are relevant in respect to a good and constructive personnel program.
 - 2. Technique of orientation courses.
 - a. Group guidance can be effective for general information such as sources and channels open to student for his assistance.
 - (1) Such topics as library facilities, methods of college instruction, study habits, acquainting student with counseling services available in form of doctor and health program--tests--mental hygienist--personnel director, social program of the school, and the like lend themselves to discussion in these orientation groups.
 - (a) May be large unit groups meeting of two hours per week, smaller groups meeting at like times, or large groups for purpose of presenting general information and then smaller ones in which questions concerning that information will be talked over with individual counselor.

(b) Discussion situation preferable to a formal lecture situation.

(2) The smaller the group, the better.

3. Orientation courses in and of themselves are not sufficient-- must be followed by personal interviews between counselor and counselees.

B. Personal interviews between counselor and student.

1. Rapport must be established through the counselor's knowledge of proper personnel techniques plus his native ability to "click" with students. (From here on in this discussion, we shall assume that rapport has been established.)
2. Counselor must inject into the student's thinking an explanation of the "how" and "why" of guidance. Williamson puts it in this fashion--"No counselor may expect effective results unless he has explained, in the student's own terminology, the 'how' and 'why' or essence of guidance"; in other words, the personnel point of view.
3. Sample problems involved:
 - a. Explanation of meaning of I.Q. test: not stigmatic, relative, not final--merely an index of possibility of achievement. Factors of willingness to work, aptitudes along other lines, and determination enter in. The personality of the student determines whether actual score is revealed or not.
 - b. Explanation of meaning of aptitude tests: Students (and incidentally some adults) have impression and assume that they need but learn their score on an aptitude test and the problem of choosing a vocation has been solved much as a magician pulls the white rabbit out of a hat. Counselor must point out that plus this aptitude must be a skillful use of that ability and a willingness to work and put forth effort if success is to be achieved.
 - c. Overcoming student's prejudice for a vocation on basis only of his believed like of a particular profession or occupation.
 - (1) Overlaps here with tests and their results.
 - (2) Persistent record of past failures in school subjects which serve as a preliminary basis for that profession or occupation.
 - (3) Pointing out other possible fields this student might enter as shown by results of the testing program.
 - (4) Giving of reference material and bibliographical material to the student of library reading on various other professions or occupations for which he seems to be fitted or in which he is somewhat interested in addition to the one for which he has a preconceived liking.
 - d. Establishing such friendly feelings and cooperative attitudes between counselor and counselee that the counselee voluntarily seeks help of counselor on problems or difficulties of emotional and personal fields.

- (1) Friendly listening attitude on part of counselor.
- (2) Keeping in confidence information given by counselee.
- (3) Make functional to this student such personnel aids as health, mental hygiene, psychiatric services and the like available to the student in the light of a "developmental" process rather than that he is a "problem child" with all the popular connotations that term has.
 - (a) Recounting own experiences.
 - (b) Citing anonymous similar student problems and outcomes.

e. Williamson suggests explanation only of as much of the techniques of personnel as are necessary to secure an enlightened and cooperative frame of mind on part of the student. Here, as in much of the personnel program, much confidence must be placed, (and not misplaced) in the common sense, tact, and integrity of the counselor.

C. Use of older students as counselor aids. If they are "sold" on the personnel point of view and are capable of interpreting the services involved to new students, they can serve as a valuable adjunct to and part of the personnel program in helping the new students acquire a constructive and functional understanding of personnel services.

III. Conclusions: From the foregoing, the making of personnel data functional to the student himself through orientation courses, personal interviews, and use of student counselor aids, the following values should evolve.

- A. When the student really understands the "how" and the "why" of guidance as in his own vernacular and not in meaningless technical terms, he can proceed logically to a measuring and evaluating of the evidence for and against the choice of a possible course of action be it the choice of a vocation, a curriculum change, adjustment of relationship to and with fellow students in a dormitory, emotional adjustment at home, and similar constructive decisions. In other words, he is becoming increasingly self-directive.
- B. He learns to become analytical and to follow a common sense, constructive, logical course as to his relationship to and with such personnel data as grades, tests, attitudes, aptitudes, interviews.
- C. Through his intellectual development and his constructive use of all of his college experiences, he may become an intelligent, enlightened, all-round personality with an adequate adjustment to his environment which is an essential qualification for him to become a worth-while citizen in a democracy.

Section V

MAKING PERSONNEL DATA FUNCTIONAL FOR THE PARENTS

- I. Major Problem: One of attaining friendly cooperation of parents.
 - A. If friendly relationship is already existing, problem is minimized. In this instance, parents may be contacted by a personal visit, note, or telephone call.
 - B. If cooperation does not exist some problems may be met.
 1. Feeling of resentment, suspicion, and sometimes down-right antagonism that the college is overstepping its bounds in delving too deeply into the "inner life" of son or daughter. This attitude may be revealed by case records from interviews with counselee. They show lack of understanding on part of parent in regard to some of the personnel functions carried on within the institution.
 2. Parental blindness to faults and shortcomings of offspring.
 - a. Anti-social attitudes revealed on part of students in Mr. Rabe's report.
 - b. Revealed by case records.
 3. Family pressures on vocational choices such as:
 - a. Idealization of certain professions.
 - b. Inheritance of family tradition courses. This may be revealed by anecdotal records of interviews and conversations relative to student's likes, interests, ambitions in vocational choice.
 4. Reticence on part of parents, in spite of our feeling of modernity, to talk over emotional and sex problems of their children with them.
 - a. Revealed by personal inventory tests and interviews.
 - b. Counselor often amazed at emotional and sexual immaturity of college students with whom he deals.

II. Solution.

- A. No hard and fast one--simply try to develop friendly and co-operative feeling on part of parents toward the college and an understanding of the function and place of personnel. If there are still family conflicts, the college can go no further.
- B. There is a parental point of view in this matter.
 1. Must not overlook their interest in and affection for their child.
 2. Article by parent in many magazines entitled, "He's My Child Too."

Section VI

MAKING PERSONNEL DATA FUNCTIONAL FOR THE COMMUNITY

I. Sample Significant Problems Significant to the Community.

- A. Defective vision and need for glasses or treatment by students financially unable to pay for such services, as revealed by health examination, slow reading rate on reading test, and anecdotal notes from instructors who have noticed the difficulty.
- B. Lack of adequate community recreational facilities in certain sections of the city, revealed by interviews with students.
- C. Financial aid for higher learning for students whose scholastic records have shown outstanding ability and who have excellent aptitudes but who for financial reasons cannot go on to senior college.

II. Sources of Aid.

- A. Service Clubs: Rotary, Kiwanis, Knights of Columbus, Chamber of Commerce, Lions (originally founded to aid blind), Masons, Elks, Y.M.C.A., Y.W.C.A., and others. They often have education committees who cooperate with the schools.
- B. A.A.U.W., P.E.O., and similar groups maintain either outright scholarships or loan funds for worthy students.
- C. Individuals in community who respond to financial needs but wish their names not publicized. Use advisedly; do not make wholesale practice.

III. Community usually responds if and when real needs are made known and presented advisedly and through legitimate and proper channels.

Section VII

MAKING PERSONNEL DATA FUNCTIONAL IN VOCATIONAL GUIDANCE

"Beginning with an attempt to direct pupils into the kinds of vocations in which they are likely to succeed, the guidance function has been so expanded, as we have come to understand it better, that today it comprehends educational guidance, health guidance, moral guidance, and social and civic guidance, as well as vocational guidance toward the close of the pupil's school career, proper placement when the training has been completed and some follow-up oversight to see that the youth gets properly established in the work of life."*

Objectives: choosing, preparing for, entering, and making progress in an occupation.

Activities: counseling, placement, follow-up.

I. Counseling.

A. Aiding pupils to obtain adequate, reliable, and significant information concerning occupations.

1. Lectures by representatives of industries.
2. Interviews with successful men and women.
3. Occupation courses.
4. Visits to plants and places of employment.
5. Library of vocational information.
6. Counselor's personal knowledge of occupations.

B. Aiding students to evaluate occupational information in terms of their own abilities, interests, and characteristics.

1. Test results (intelligence, achievement, aptitudes), personality ratings, etc. should be presented in graphic form; i.e., a profile chart or psychograph.
 - a. It is counselor's task to interpret these data to the student. On the basis of these data a counselor may indicate to a student his chances for success in training for various occupations.
 - b. Students generally should be advised to defer final vocational choice until they have some tryout experiences either in a particular curriculum or in actual work experience.
2. Work experiences during summer periods or during college term.
 - a. These may offer valuable clues to student interests and abilities.
 - b. Difficulties encountered in such work experiences should be analyzed in an effort to discover the causes for poor adjustment.
 - c. These experiences give students opportunities to try out various types of occupations.

* Fitch, J. A., Vocational Guidance in Action, American Association of Social Workers Publications, Columbia University Press, New York, 1935. Page 4.

3. Classroom experiences, instructor's grades, class standing. Likes and dislikes in subject fields as well as difficulties in some fields as against success in others may aid a student in discovering his own interest and abilities.
4. Tested vocational interests as against believed interests.
 - a. It is recognized as difficult for students to distinguish between a superficial interest and a real interest in a profession.
 - b. Scores on vocational interest blanks give counselor a tool to indicate possibilities for good or poor adjustments in various occupational fields.

II. Placement.

A. In senior institutions.

1. On the basis of a student's cumulative record while he is in the junior college, it should be possible to steer him in the direction of the senior institution which is going to give him what he needs.
 - a. This assumes an understanding of a student's interests, aptitudes, achievements, personality make-up, outside activities, etc.
 - b. This also assumes a knowledge of the senior institutions best able to meet the student where he is.
2. Together with the transcript of courses taken and grades earned by the student, many senior institutions desire of the junior college a statement in regard to personality traits, scores on mental and achievement tests, aptitude findings, etc. This requires a summing-up statement of these data by some official in the junior college, often the administrative head, personnel director, or placement officer.
3. It is increasingly evident that senior institutions will accept students on the basis of recommendations from the junior colleges rather than on a paralleling of courses. A cumulative record of the student while he is in the junior college is essential in order that such a recommendation presents an all-round view of a student.

B. In jobs.

1. Personnel information in regard to student should be made available to prospective employers in such form as seems most desirable.
 - a. Records of courses and grades.
 - b. Position in class.
 - c. Results of standardized tests.
 - d. Health record.
 - e. Skills and hobbies.
 - f. Instructor's ratings of personality traits.
 - g. Recommendations and references.
 - h. Application blanks
 - i. Previous work records.
 - j. Work interests.

2. Employers should know about students who are available for jobs.
 - a. Students should be registered with U. S. Employment Bureau or State Employment Bureau.
 - b. Personal interviews with employers should be solicited by placement officer to interest them in junior college students.
 - (1) Form letters may stir interest.
 - (2) Service clubs may be approached.
3. Placement officer should understand employer's needs.
 - a. He must understand the demands of various jobs in order that students may be placed in jobs for which they are prepared.
 - (1) Interviews with employers.
 - (2) Job analyses.
 - (3) Observations.
 - (4) Follow-up reports of students placed.
 - (5) Actual work experience.
 - b. He should be able to advise students in choice of needed training to fill in the gaps in their qualifications for a particular job.
 - (1) Analyze student records.
 - (2) Analyze job requirements.
 - (3) Dovetail the two.
 - c. He must collect information on job opportunities in the area from which students come.
 - (1) Interviews with prospective employers.
 - (2) Special committees.
 - (3) Search of trade and professional journals.
 - (4) Cooperation with local or state employment agencies.
 - d. Actual placement procedures to be used. "The process of matching students and jobs is a natural step in personnel work."*
 - (1) Advising the student what type of employment to seek and what employer or company to approach.
 - (2) Assisting the student in writing letters of application to employers who have requested such applications.
 - (3) Sending recommendations to prospective employers in behalf of student.
 - (4) Arranging interviews with representatives of companies who visit the college looking for applicants.
 - (5) Referring the student to instructors and others who may have learned of employment opportunities.
 - (6) Referring the student to the local office of the Federal State Employment Service and to the personnel officers of local companies.

* Williamson, E. G. and Darley, J. G., Student Personnel Work, McGraw-Hill, New York, 1937, p. 73.

III. Follow-up.

A. In senior institutions.

1. Junior college records should continue to show how well a student is succeeding in the senior institution.
2. The junior college research program should show up the strengths and weaknesses of its preprofessional curriculum offerings and guidance program through this follow-up program in the senior institutions.

Examples:

- a. Relationship between senior college record and junior college record.
- b. Relationship between stated occupational choices in the junior college and actual graduation record in the senior college.

B. In jobs.

1. Records should continue to show how well a student is doing in the job in which he has been placed.
 - a. How long does he continue in same employment?
 - b. How often does he change employment?
 - c. What promotions?
 - d. What financial earnings?
 - e. What does his employer think of him? of his training?
 - f. What does student think of his junior college?
 - g. What needs does he have for further training?
 - h. What difficulties has he encountered?
2. Records should help in arranging for further training for junior college graduates.
 - a. Who fail to make good.
 - b. Who are in declining occupations.
 - c. Who are victims of technological unemployment.
 - d. Who wish to train themselves for better positions.
3. Records should aid the junior college to evaluate its terminal curricula and guidance program.

Examples:

- a. Relationship between careers and occupational choices.
- b. Relationship between careers and extracurricular activities.
- c. Relationship between careers and curriculum.
- d. Relationship between careers and grades.

Section VIII

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An annotated list of the best books dealing with vocational guidance that were published from January 1939 to July 1940.

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Annotated list of books, pamphlets and magazine articles with buying information on all professions and occupations for which material is available. Lists many free publications. The best bibliography.

Vertical File Service, H. W. Wilson, New York, price on application.

A commercial service that is useful in the discovery of pamphlet material on many subjects and always many vocational items. This service will be found in many libraries.

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All counselors should be on the mailing list to receive this selected list of current government publications. U. S. Office of Education publications should be watched particularly for information on occupations. All publications of the Office of Education are also listed in School Life. Note: March, 1942, publication of School Life has been temporarily suspended during the war. Its place has been taken by a new semi-monthly publication "Education for Victory."

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A new vocational series edited by Dr. Harry D. Kitson of Teachers College, Columbia University, with each volume devoted either to a single occupation or a group of allied occupations. Covers nature of work done, working conditions, requirements, training, possible earnings. Authors are outstanding authorities in their field. Series contains:

Hornung, Radio as Career, \$1.50.

Lingenfelter, Books on Wheels (Library Work), \$1.50.

Maule, Road to Anywhere (Secretarial Work), \$1.50.

Pruette, Working with Words (Writing), \$2.00.

Scudder, Accountancy, \$1.50.

Woodhouse, Big Store (Dept. Store Work), \$2.00.

Woodhouse, Dental Careers, \$1.50.

Wright, Next Scrat Industry (Air-conditioning and Refrigeration) \$1.50.

Other publishers are also issuing books on occupations in series-- watch the catalogs of Appleton-Century, Dodd-Mead, Dutton, Harper and Little, Brown. Funk and Wagnall plans to continue the above series.

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A series of pamphlets covering 100 or more occupations. For each occupation there are given the attractive and the unattractive sides, opportunities, personal qualifications, earning, a work-a-day picture of the work, how to get started and approximate amount of capital required if required. Doubtful that they justify their cost. May be bought in groups of five at a small discount.

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Articles on many occupations. Very cleverly written. More suitable for the student than the vocational advisor.

Weekly News Review, 744 Jackson Place, Washington, D. C., 9 mo., \$1.20.

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